

## Human History:

### *Creating a Sense of Place on Mt. Rainier and Mt. Fuji*

#### Overview:

Sense of place is an individual's connection and interpretation of a particular area. A person's sense of place is as unique as their fingerprint. Our interpretation of place is deeply rooted in our history and becomes embedded in our psyche after inhabiting area overtime. A person's sense of place provides a human connection, a history, to land and is a great pathway to understand how humans have interacted with their environment. It has been said that *where* you are, is *who* you are. J.B. Jackson remarks on the idea of sense of place saying that, "It is place, permanent position in both the social and topographical sense that gives us our identity."

For this lesson, students will develop an understanding of what "sense of place" means and how this idea has led people throughout history to fight for land preservation and protection. Using Mt. Rainier and Mt. Fuji as focal points, students will develop their own idea of sense of place, whether it is their backyard, a city park, their state, etc., and use this place to develop an understanding for preservation and protection. Students will also apply their understanding of sense of place and preservation/protection to develop a persuasive letter urging the protection on Mt. Rainier/Mt. Fuji.

#### Key Concepts:

Use historical figures from Mt. Fuji and Mt. Rainier to determine how a **sense of place** is developed and how this sense of place, or ownership of an area, leads to people seeking **protection** and **preservation** of important places. Use primary sources to interpret sense of place and preservation/protection. This is the human history of people of Mt. Rainier and Mt. Fuji.

#### Grade Level:

10-12

#### Objectives: (Students will be able to...)

1. Note important figures from history and their connection to land and the their calls for preservation
2. Explain what sense of place means and how one creates such a feeling/identity.
3. Understand what land protection and preservation is and why it is conducted.
4. Discuss how land preservation and protection has been conducted nationally and internationally.
5. Understand how there are various stakeholders to one-piece of land and different interpretations of protection exist.
6. Analyze historical documents and interpret their call for preservation and protection.

7. Use and understand the mentioned vocabulary in a fluid and cohesive letter.
8. Write a letter to government officials where they persuade them to protect and preserve an important place using a specific stakeholder's sense of place as justification.
9. Analyze text to determine its relation to sense of place and protection/preservation.

### **Setting:**

In-classroom, site specific if possible (for pre-write, info. gathering/extensions)

### **Timeframe:**

5-6 class periods (55 minute class periods)

### **Materials:**

- Sense of place/preservation questions (*attached*)
- Mt. Rainier/ Mt. Fuji historical figures charts (*attached*)
- What Sense of Place means chart/questions (*attached*)
- Computers with internet access
- Resources mentioned (*see resources*)

### **Suggested Vocabulary:**

- |                   |                     |                     |                       |
|-------------------|---------------------|---------------------|-----------------------|
| - Bio-regionalist | - empowerment       | - <i>zenjo</i>      | - <i>torii</i>        |
| - Stakeholder     | - composite volcano | - summit            | - empowerment         |
| - Preservation    | - <i>yamabushi</i>  | - Shinto            | - <i>Takhoma</i>      |
| -conservation     | - stewardship       | - biosphere reserve | - world heritage site |
| -UNESCO           |                     |                     |                       |

### **Washington State Standards OSPI (GLEs):**

#### *Social Studies*

- 3.1: Understands the physical characteristics, cultural characteristics, and the location of places, regions and spatial patterns on the Earth's surface.
- 3.2 Understands human interaction with the environment.
  - 3.2.1 Analyzes and evaluates human interaction with the environment across the world in the past or present.
- 4.2.2 Analyzes how cultures and cultural groups have shaped world history
- 5.1: Uses critical reasoning skills to analyze and evaluate positions.
  - 5.2.1 Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.
  - 5.3.1 Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.

#### 5.4.1 Evaluates multiple reasons or factors to develop a position paper or presentation.

### **Background:**

Sense of place can mean many different things to different people. Landowners, private citizens, communities, governments, native peoples, and our global society as a whole have various interpretations of what sense of place means. Because of this, a struggle exists over how land should be protected and preserved for future generations. What constitutes the need for protection and preservation? Who should determine this need? Who should be allowed to enjoy land, harvest its resources, etc.? Such plaguing questions results in multi-level management planning where both public, private, local, national and international institutions have to address the issues. There are many stakeholders in protection and preservation of our important places.

We as individuals all hold special connections to various places. Such connections have existed throughout history where humans have identified their sense of place and have fought for protection and preservation of it. Mt. Rainier and Mt. Fuji both act as historical portals for understanding how humans have developed a sense of place and through various methods reached a desire for land protection and preservation. Both mountains have had notable figures and groups throughout history that have identified their sense of place, calling for preservation and protection of these monumental places. Both mountains have had varied interpretations from multiple groups and individuals of how to preserve and protect the mountain. A struggle still exists today over efficient conservation of each area.

### **Procedure:**

#### **Day ONE**

1. Introduce the topic of “sense of place” by asking students the opening questions.
  - a. See resources for questions (Opening/Guiding Questions)
2. Explain to students the goals of the lesson(s)
  - a. See objectives
3. View the vocabulary words and write down the definitions. Have students try to use each in a sentence. Share student examples with the class.
4. Discuss as a class what “sense of place means”
  - a. Read provided quotes (see references/resources)
  - b. Complete graphic organizer from the Northwest Institute concerning sense of place (see references/resources)
  - c. As a class, read excerpt America’s Best Idea: A Photographic Journey Through Our National Parks (pp. 10-11) (see references/resources)
    - i. Discuss how spiritual and cultural connections lead to sense of place
    - ii. Students are to answer questions regarding the text (see resources).
  - d. Students are then complete their sense of place questions on handout (see resources)

## Day TWO

1. Open the discussion with Mt. Rainier and Mt. Fuji, and how each mountain has served as a center for creating “sense of place” and fostering a unique identity for many people throughout history.
2. Complete two or three historical figures on the graphic organizer concerning Mt. Rainier, suggestions and resources below. Read the documents as a class to determine how they illustrate “sense of place” for each person or group.
  - a. John Muir
    - i. John Muir, a conservationist, came in 1888 and rented horses to climb the mountain. That wasn't his original plan, but after he saw the mountain, he got too excited and found himself upon the summit in the company of photographer Arthur C. Warner. With the writings of Muir and the pictures of Warner, the American people became familiar with the grandeur of Mount Rainier.
    - ii. <http://www.sfmuseum.org/john/muir1.html>
    - iii. <http://www.nps.gov/muwo/historyculture/historical-letters.ht>
  - b. Nisqually Indian Tribe
    - i. <http://www.nisqually-nsn.gov/content/our-history>
    - ii. <http://www.indiancountrytoday.com/living/tourism/95619439.html>
  - c. James Longmire
    - i. <http://www.thenewstribune.com/2007/10/08/174150/james-longmire.html>
3. The students are then to use various research methods to explore the other people/groups idea of sense of place.
4. Review in small groups, then as a class.

## Day THREE

1. Open the discussion with Mt. Rainier and Mt. Fuji, how each mountain has served as a center for creating “sense of place” and fostering a unique identity for many people throughout history.
2. Complete two or three historical figures on the graphic organizer concerning Mt. Fuji, suggestions and resources below. Read the documents as a class to determine how they illustrate “sense of place” for each person or group. Sacred Mountains of the World is a great starting point. See resources/references for excerpts.
  - a. Followers of Shugendo
    - i. Sacred Mountains of the World by Edwin Bernbaum
  - b. Fuji-Ko
    - i. Sacred Mountains of the World by Edwin Bernbaum
  - c. Jkigyo Miroku
    - i. Sacred Mountains of the World by Edwin Bernbaum

3. The students are then to use various research methods to explore the other people/groups ideas of sense of place.
4. Review in small groups, then as a class.

#### **Day Four**

1. Inform the students they will be applying “sense of place” from the historical figures and use these ideas to learn why the figures/groups promoted preservation and protection for their important places.
2. Have students answer the opening questions about preservation
  - a. See resources for questions
3. View the national parks explanations and guides for preservation
  - a. <http://www.nps.gov/history/preservation.htm>
4. As a class, read the excerpt concerning conservation from the source below
  - a. America's Best Idea: A Photographic Journey Through Our National Parks (pp.8-9)
    - i. (see resources/references for excerpt)
  - b. Students should answer questions about conservation (see references/resources)
    - i. For more explanations of conservation, see resources for internet-based information. (you may chose to have students explore)
5. Revisit the John Muir letters and ask students to interpret their calls for preservation and protection (*how/why does this ask for preservation/protection?*)
  - a. <http://www.sfmuseum.org/john/muir1.html>
  - b. <http://www.nps.gov/muwo/historyculture/historical-letters.ht>
6. Pair students, have them review the sources used to determine each person/groups sense of place in order to interpret their reasons for preservation/protection.

#### **Day FIVE**

1. Continue analyzing the ideas of protection and preservation focusing on Mt. Fuji.
2. As a class, or in small groups, have students look again at the historical figures/groups chart and explain how all have called for preservation. Complete two or three as a class, then have students work independently or in pairs.
3. Discuss how there are various interpretations for protection and preservation. Compare and contrast the figures/groups reasons for preservation and protection.
4. Review the ideas of preservation/protection as a class.

#### **Day SIX**

5. Inform students they will apply what they have learned about one’s sense of place and reasons for preservation/protection by responding to a hypothetical situation.
6. Provide prompt for persuasive writing, read as a class (below).
7. Brainstorm as a class the following
  - a. Stakeholders

- b. Reasons for preservation/protection
  - c. How sense of place is developed
- 8. Allow students to begin the writing process, rough draft.
  - a. Peer-editing, revisions, final draft if desired
  - b. Students should present their position to the class

**TASK:** (*persuasive writing*)

Imagine that you hold a special connection to Mt. Rainier/Mt. Fuji, and that you have developed a sense of place to the mountain. Recent economic downturns have led the government to open discussions that would allow for privatization of the entire mountain, meaning an individual would be allowed to purchase a parcel of land and construct permanent buildings or settlements without restrictions. There is a great deal of interest amongst the public, and there are projections that suggest all land would be sold, generating much needed funds for the government. Such actions would destroy current preservation attempts (clean water/air, natural resources, animal protection, etc.) and eliminate **public-use** of the land.

Your job, as a particular stakeholder, is to write a letter to your government where you address the issue at hand requesting that the land be preserved and protected. You are to discuss the following, always connecting your ideas to sense of place (*your connection to the land*): The following are suggested criteria for a five paragraph letter. You must also include 3-5 of the vocabulary words within your letter.

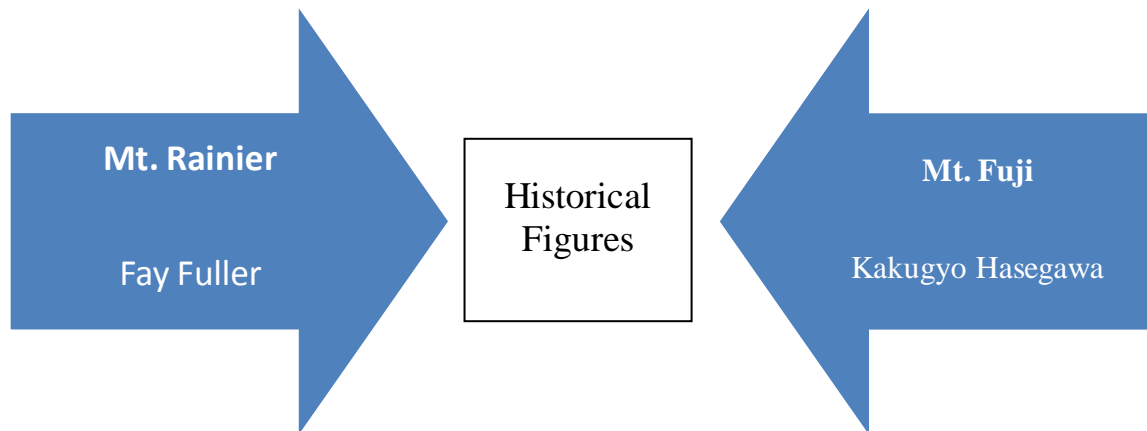
1. Who are you? Pick a stakeholder who has a special connection to the mountain and explain who you are and why you have developed a sense of place to the area. Introduce the proposal and develop a position on it (**why you are against it**).
2. What is sense of place? Explain what sense of place is and how one develops such an idea. Explain how you (the stakeholder) have specifically developed your idea of sense of place. How are you connected/been inspired by the mountain?
3. Explain your concerns with the proposal and how it is damaging to your sense of place (connection to the mountain). Discuss why the proposal is not a good plan, for you and others. Is it damaging to culture, identity, the environment, the economy, etc.?
4. Explain what protection and preservation is. How has protection and preservation been conducted historically? Include historical ideas and explanations. Explain why protection and preservation is important to your sense of place to the mountain and how you want to protect it.
5. Revisit the proposal and your concerns. Reiterate your sense of place and position on the proposal.

## Extensions:

### Preservation Presentation: *Compare & Contrast*

Create a multi-media (PowerPoint, *Prezi*, etc.) presentation where you complete the following through research. Be sure to address each topic for each mountain.

1. Pick one historical figure from both Mt. Fuji and Mt. Rainier.
  2. Explain what protection and preservation is.
  3. Explain what “sense of place” means and how it is developed.
  4. Explain how the historical figure developed a “sense of place” to the mountains.
  5. Explain how historical figures promoted preservation and protection of the mountains.
  6. Explain the current state of preservation and protection of the mountains.
  7. Explain how similarities and differences of protection and preservation for each mountain
- Include visuals (pictures, videos, charts, etc.)
  - Example below



### Taking on the Role

Students will take on the role of a historical figure or group from either Mt. Fuji or Mt. Rainier who has/have fought for preservation and protection of the mountain. Students will dress the part and provide a presentation for their peers where they address how they have developed their “sense of place” to the mountain (why it is a special place to them) and why they believe it is important to protect and preserve it, using information they have learned throughout this lesson.

### Investigation

Interview various people who have a connection to Mt. Rainier or Mt. Fuji. This could also be a student-to-student interview where each student picks a location where they have developed a “sense of place” and are asked questions about it. Students will want to focus on an essential question such as (*what makes this place special to you and why is it worth protecting?*)

- a. Students are to first pick their place of significance and brainstorm possible people to interview (various viewpoints are desired)
- b. Students are to create a series of questions (ten or more) to ask
- c. Students will share their results with the class. Suggestions below.
  - i. Mock interview (one student asks, the other responds)
  - ii. PowerPoint
  - iii. Play recordings
- Place-based options: students can visit a particular place to interview various people and their interpretations of “sense of place”; i.e., at the national park (park ranger, shop owner, climbers, etc.)



## Preservation Pamphlet

Create a pamphlet that urges the community to protect and preserve a particular sacred place (Mt. Rainier/Mt. Fuji, or another place) by completing the following suggested guidelines below.

<p><b>Protecting and Preserving</b></p> <p>(Name of Place)</p>  <p>(Picture of Place)</p>  <p>(Location of place)</p>	<ul style="list-style-type: none"> <li>• Historical background of the place and need for preservation and protection.</li> </ul>	<ul style="list-style-type: none"> <li>• Images of place with captions</li> </ul>
<ul style="list-style-type: none"> <li>• Important figures or groups of the place</li> </ul>          <ul style="list-style-type: none"> <li>- Include Photos</li> </ul>	<ul style="list-style-type: none"> <li>• “sense of place” surrounding the area</li> </ul>          <ul style="list-style-type: none"> <li>- Include Photos</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons for preservation</li> <li>• Methods of preservation desired</li> </ul>          <ul style="list-style-type: none"> <li>- Include Photos</li> </ul>

**Adaptations:**

- Have students work in teams to develop their letter.
- Have students create an explanation of what "sense of place" means to them (*how they have a special connection to their neighborhood, park, school, etc.*) and why they would want to protect it.
- allow students a scribe
- have students define vocabulary words, and draw a picture to represent each.

**Assessment:**

Possible assessment strategies for the persuasive letter may concern the following criteria (see rubric below)

	<b>Proficient</b>	<b>Emerging</b>	<b>Not present</b>
<b>Introduction / stakeholder</b>	-addresses proposed ideas for land use and introduces who they are and their connection to the mountain	- briefly addresses proposal and - touches on who they are, but unclear of connection to mountain	- does not introduce proposal - does not address who they are
<b>Sense of place</b>	- explains what sense of place means using historical information -explains how they/others (specific to stakeholder) have a sense of place to the mountain. -explains (specific to stakeholder) how they have been inspired by the mountain.	- attempts to explain what sense of place means - attempts to explain how they specifically have created a sense of place - attempts to explain others sense of place - attempts to discuss inspiration, but not specific to stakeholder	- does not address key ideas of sense of place - does not explain their own specific sense of place connection - does not include others sense of place - does not address inspiration
<b>Concerns of proposal</b>	- adequately addresses their specific concerns with the proposal -connects their concerns with their sense of place	- attempts to address concerns of proposal, but does not connect with their specific sense of place	- does not address concerns of the proposal - does not make specific concerns regarding sense of place
<b>Preservation/ protection</b>	- explains what preservation and protection is - includes historical ideas and explanations of such - Adequately explains their desire for preservation and protection specific to who they are. -Explains how to protect/preserve	- attempts to address ideas of protection and preservation - attempts to include historical ideas - attempts to address specific calls for preservation/ protection specific to who they are.	- does not adequately explain what preservation/ protection is -does not include historical examples or explanations - does not connect specific ideas of preservation and protection to who they are.
<b>Conclusion</b>	- Revisits proposal and their concerns. -reiterates their sense of place and call for protection	- briefly address concerns of proposal - attempts to reiterate sense of place and call for protection	- does not address concerns of proposal - does not reiterate sense of place or call for protection.